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ANNUAL CATALOGUE

OF THE

State Normal and Industrial School,

GREENSBORO, N. C.

1895-96.

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1896.

CALENDAR FOR 1896-'97.

SESSION BEGINS

Thursday, October 1, 1896, and continues thirty-two weeks, exclusive of the Christmas holiday week.

ANNUAL COMMENCEMENT,

Tuesday and Wednesday, May 18 and 19, 1897.

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Catawba county.
Sampson county.
Haywood county.
Warren county.
Randolph county.
New Hanover county.
Wake county.
Hertford county.
Ashe county.

† Term Expires March 1, 1902.

‡ Term Expires March 1, 1898.

* Term Expires March 1, 1900.

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MELVILLE VINCENT FORT,
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Industrial Art.

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Domestic Science.

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German and Arithmetic.

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Referee in Matters Social and Domestic.

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FODIE M. BUIE,
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MARGARET G. PERRY,
Assistant in Latin.

GERTRUDE ROYSTER,
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SALLIE MILAM,
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LAURA FALLS,
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Bursar.

ANNIE F. PETTY,
Librarian.

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Registrar.

MRS. W. P. CARRAWAY,
Matron.

STUDENTS

<i>Name of Student.</i>	<i>County.</i>
Alston, Valeria V.....	Vance.
Anthony, Blanche.....	Guilford.
Arey, Lottie R.....	Iredell.
Arledge, Mossie S.....	Polk.
Asbury, Nettie.....	Gaston.
Atkinson, Charlotte Barette.....	Buncombe.
Atkinson, Edith.....	Buncombe.
Austin, M. Gertrude.....	Granville.
Axley, Maggie.....	Cherokee.
Aycock, Rena.....	Wayne.
Bailey, Cary Lee.....	Mitchell.
Ballard, Laura Burwell.....	Guilford.
Barbee, Minnie F.....	Durham.
Barker, Ellen M.....	Buncombe.
Barnes, Inez.....	Nash.
Barnett, Oeland Lamar.....	Cleveland.
Battle, Susan Simms.....	Edgecombe.
Beardsley, Ida.....	Warren.
Beavers, Lula.....	Chatham.
Bell, Carrie R.....	Orange.
Bell, Allie.....	Transylvania.
Bell, Georgia.....	Transylvania.
Bell, Lizzie B.....	Transylvania.
Bell, Margaret R.....	Davie.
Berry, Harriet M.....	Orange.
Bizzell, Mamie.....	Richmond.
Blow, Maud L.....	Pitt.
Bond, Nellie Ashburn.....	Bertie.
Boney, Lillie A.....	Duplin.
Bowers, Fannie.....	Northampton.
Boyd, Lois.....	Iredell.
Boyd, Sethelle.....	Iredell.
Braddy, Katie H.....	Bladen.
Bridger, Daisy.....	Bertie.
Britt, Etta.....	Sampson.
Broughton, Carrie L.....	Wake.
Broughton, Margaret E.....	Wake.
Brodrick, Mary Lu.....	Guilford.
Brown, Isabelle E.....	Davie.
Brown, Kate F.....	Duplin.
Bryan, Elva.....	Moore.

<i>Name of Student.</i>	<i>County.</i>
Buie, Fodie Margaret.....	Robeson.
Bunn, Hattie.....	Nash.
Burgess, Neppie.....	Pasquotank.
Butler, Mittie D.....	Sampson.
Cain, Effie E.....	Davie.
Carpenter, Ada L.....	Anson.
Carr, Lucy J.....	Duplin.
Carraway, Irma.....	Guilford.
Carter, Mary Gale.....	Wake.
Caudle, Julia F.....	Richmond.
Chappell, Allie V.....	Guilford.
Cheatham, May Louise.....	Granville.
Chestney, Theo.....	Orange.
Clapp, Hattie B.....	Guilford.
Clarkson, Sadie Caroline.....	Mecklenburg.
Cobb, Lelia May.....	Wayne.
Cobb, Lottie B.....	Buncombe.
Coble, Donna.....	Guilford.
Coble, F. Maude.....	Richmond.
Coble, Mattie L.....	Guilford.
Coble, Nora.....	Guilford.
Coble, Pearl.....	Guilford.
Coit, Laura H.....	Rowan.
Coffin, Lucy C.....	Guilford.
Coleman, Evelyn K.....	Buncombe.
Coley, Maud E.....	Nash.
Collette, Alice R.....	Burke.
Collins, Mary.....	Halifax.
Cook, Sallie G.....	Guilford.
Cooper, Georgia M.....	Guilford.
Courts, Jennie McLean.....	Rockingham.
Covington, Faith Leake.....	Richmond.
Covington, Keith.....	New Hanover.
Cowper, Lucy G.....	Gates.
Cox, Clyde.....	Pitt.
Cox, Cora E.....	Guilford.
Cox, Julia E.....	Wayne.
Crawford, Maggie.....	Macon.
Creason, Lucy.....	Randolph.
Crews, Clara V.....	Vance.
Crumpler, Barbara.....	Sampson.
Clark, Annie.....	Mecklenburg.
Dail, Lizzie.....	Greene.
Dalton, Susie.....	Rockingham.

<i>Name of Student.</i>	<i>County.</i>
Dameron, Julia M.....	Warren.
Dancy, Martha Porter.....	Edgecombe.
Davis, Annie.....	Guilford.
Davis, Kate.....	Guilford.
Davis, Kate Norwood.....	Vance.
Davis, Mary Lucile.....	Vance.
Davis, Penelope J.....	Franklin.
Davis, Sallie Joyner.....	Guilford.
Davis, Willia.....	Vance.
Deans, Iva C.....	Wilson.
Deaton, Cornie.....	Iredell.
DeButts, Sara Earl.....	Guilford.
Dees, Kittie Dorcas.....	Pamlico.
DeVane, Mary Faison.....	New Hanover.
DeVaughan, Catherine.....	Graham.
Diggs, Hattie.....	Richmond.
Donnelly, Bertha May.....	Mecklenburg.
Douglas, Madeleine.....	Guilford.
Duffy, Nannie C.....	Guilford.
Dunn, Willie P.....	Vance.
Eagle, Jennie.....	Rowan.
Eagle, Lottie.....	Rowan.
Early, Laura.....	Hertford.
Early, Meta.....	Hertford.
Edwards, C. Rosa.....	Vance.
Edwards, Mamie L.....	Pitt.
Eller, Bessie.....	Guilford.
Eller, Caroline.....	Guilford.
Ellington, Jeannie.....	Rockingham.
Elliott, Jennie.....	Cleveland.
Elliott, Sallie.....	Cleveland.
Ervin, Janie Witherspoon.....	Cabarrus.
Erwin, Mary.....	Mecklenburg.
Eskridge, Frances.....	Cleveland.
Evans, Emily D.....	Rockingham.
Everett, Hattie.....	Martin.
Everett, Millie J.....	Martin.
Everett, Nettie.....	Richmond.
Ewart, Lila.....	Henderson.
Exum, Iola V.....	Greene.
Faison, Mary E.....	Sampson.
Falls, Laura E.....	Cleveland.
Farish, Daisy D.....	Caswell.

<i>Name of Student.</i>	<i>County.</i>
Farmer, Eva F.....	Wilson.
Farrow, Mamie.....	Mecklenburg.
Fields, Beulah E.....	Alleghany.
Fields, Maude A.....	Alleghany.
Fleming, Lucy.....	Warren.
Flournoy, Janie P.....	Rockingham.
Folsom, Anna Wendell.....	Buncombe.
Folsom, Blanche Eleanore.....	Buncombe.
Forsyth, Maggie.....	Guilford.
Freeland, Rosa Parrish.....	Durham.
Gardner, Loula Brightwell.....	Rockingham.
Garvin, Hattie G.....	Catawba.
George, Bettie.....	Stokes.
Gibson, Elizabeth Clingman.....	Cabarrus.
Gibson, Emily Magruder.....	Cabarrus.
Gill, Celestia Jones.....	Vance.
Gill, Lilian Shaw.....	Richmond.
Glass, M. Ella.....	Randolph.
Glass, Nina.....	Guilford.
Glenn, Eula Blanche.....	Gaston.
Gordon, Lizzie R.....	Rockingham.
Gray, Mamie Neill.....	Iredell.
Gray, M. Olive.....	Iredell.
Green, Annie N.....	Chatham.
Green, Bina.....	Watauga.
Gregory, Emily.....	Guilford.
Griffin, Eleanor.....	Bertie.
Grimsley, Stella Eugenia.....	Greene.
Gudger, Annie Elizabeth.....	Haywood.
Hall, Sue E.....	New Hanover.
Hambright, Mamie C.....	Cleveland.
Hanes, Sadie.....	Forsyth.
Hancock, Annie B.....	Guilford.
Hankins, Annie Royal.....	New Hanover.
Hardin, Edna Pauline.....	Randolph.
Harding, M. Bessie.....	Pitt.
Harper, Blanche Berwyn.....	Lenoir.
Harper, Martha.....	Moore.
Harris, Bertha A.....	Caswell.
Harris, Emma B.....	Northampton.
Harris, Fannie.....	Mecklenburg.
Harris, Ida Prue.....	Northampton.
Harris, Sue May.....	Alamance.

<i>Name of Student.</i>	<i>County.</i>
Hartness, Minnie.....	Cleveland.
Hassell, Edith.....	Dare.
Hawes, Maggie E.....	Pender.
Hawes, Mattie.....	Pender.
Haynes, Carrie A.....	Burke.
Haynes, Florence.....	Rutherford.
Heath, Maude.....	Union.
Henderson, Josie.....	Mecklendurg.
Hill, Frances Lois.....	Cabarrus.
Hill, Julia H.....	New Hanover.
Hobbs, Ina.....	Sampson.
Holt, Rose Ellen.....	Wayne.
Hoskins, Carrie.....	Forsyth.
Hough, Minnie Alling.....	Pandolph.
Houston, May.....	New Hanover.
Howard, Maggie C.....	Edgecombe.
Howell, Ophelia Douglass.....	Wayne.
Hoyle, Bessie.....	Catawba.
Huffman, Minnie A.....	Burke.
Humber, Lida H.....	Moore.
Hunter, Emma.....	Mecklenburg.
Hutchison, Anna Locke.....	Mecklenburg.
Isenhour, Cora Gillon.....	Cabarrus.
James, Sabrella.....	Sampson.
Jamison, Eugenia.....	Rowan.
Jamison, Lillie H.....	Mecklenburg.
Jamison, Minnie.....	Rowan.
Jenkins, Frances G.....	Granville.
Johnston, Addie.....	Pitt.
Johnston, Estelle.....	Mecklenburg.
Jones, Mary Best.....	Wayne.
Jordan, Emmie.....	Caswell.
Jordan, Rose.....	Granville.
Joyner, Georgie.....	Lenoir.
Kase, Mabel Helen.....	Guilford.
Kearney, Annie May.....	Vance.
Keel, Beulah Benton.....	Pitt.
Keel, Myrtle V.....	Pitt.
Kelly, Mary.....	Davie.
Kelly, Sarah Yates.....	Mecklenburg.
Kendail, Eliza Randall.....	Anson.
Kirkman, Pattie A.....	Guilford.

<i>Name of Student.</i>	<i>County.</i>
Lance, Etta.....	Henderson.
Lane, Lila.....	Chatham.
Lawrence, Caroline.....	Granville.
Laxton, Josephine.....	Burke.
Laxton, Lucy Virginia.....	Burke.
Lazenby, Mary Ellen.....	Iredell.
Lewis, Agnes Blanche.....	Pitt.
Lindley, Tina.....	Guilford.
Lindsay, Auvila.....	Rockingham.
Little, Madge F.....	Anson.
Livermon, Mattie.....	Bertie.
Long, Lillie.....	Union.
Lovill, Margaret E.....	Watauga.
Lucas, Lillie E.....	Hyde.
Lutterloh, Dora.....	Chatham.
Lyon, Vera.....	Durham.
Maffitt, Lottie.....	Mecklenburg.
Mallison, M. Elizabeth.....	Beaufort.
Malloy, Mamie E.....	Robeson.
Marshbanks, H. H.....	Madison.
Maxwell, Susie.....	Mecklenburg.
McCain, Laura.....	Union.
McCaull, Margaret MacRobert.....	Guilford.
McClees, Bertha M.....	Durham.
McClees, S. Fannie.....	Pamlico.
McCoy, Mary Estelle.....	Lenoir.
McDonald, Susie.....	Richmond.
McDowell, Emily.....	Guilford.
McCulloch, Velna.....	Guilford.
McEachin, Mary J.....	Richmond.
McGehee, Mamie E.....	Rockingham.
McIntosh, Montie.....	Moore.
McIver, Minnie.....	Moore.
McKethan, Janie.....	Cumberland.
McKay, Mary Lillington.....	New Hanover.
McLean, Mattie.....	Lincoln.
McLeod, Mattie A.....	Moore.
Melvin, Berta S.....	Guilford.
Mendenhall, Dovie.....	Guilford.
Merritt, Amy Bradley.....	New Hanover.
Michaux, Annie G.....	Guilford.
Middleton, Heywood.....	Guilford.
Middleton, Stella E.....	Duplin.
Middleton, Sudie L.....	Duplin.

<i>Name of Student.</i>	<i>County.</i>
Milam, Mary W.....	Guilford.
Milam, Sallie E.....	Guilford.
Miller, Della M.....	Buncombe.
Miller, Marion S.....	Stokes.
Montgomery, Eva D.....	Guilford.
Moore, Katherine L.....	Iredell.
Moore, Mattie E.....	Martin.
Moore, Minnie.....	Nash.
Moore, Rosa A.....	Robeson.
Mosely, Ella.....	Lenoir.
Mosely, Hattie Hortense	Lenoir.
Motz, Elizabeth H.....	Lincoln.
Mullins, M. Alice	Wake.
Murray, Nettie Erma.....	Guilford.
Myrover, Urbie D.....	Cumberland.
Neely, Bessie.....	Mecklenburg.
Nelson, Maggie E.....	Pitt.
Norman, Sallie Clayton	Washington.
Ogburne, A. Cary	Guilford.
Oldham, Mary Caroline.....	Orange.
Oliver, Bessie Dickson.....	Duplin.
Osborne, Atice.....	Union.
Page, Daisy S	Wake.
Page, Della.....	Durham.
Page, Pauline.....	Wake.
Palmer, Emma M.....	Warren.
Pannill, Florence Dockery.....	Rockingham.
Parker, Issie.....	Gates.
Parker, Marietta	Gates.
Parker, Mary E.....	Alamance.
Parker, S. Anna	Johnston.
Parsley, Susan LeRoy.....	New Hanover.
Patrick, Blanche	Greene.
Patterson, Flora.....	Moore.
Pegram, Phoebe C.....	Surry.
Peirce, Maggie H.....	Duplin.
Pender, Bertie H.....	Swain.
Pender, Mattie E.....	Swain.
Pendleton, Kate.....	Pasquotank.
Perkins, Susie V.....	Caldwell.
Phipps, Emma.....	Guilford.
Pittman, Annie May.....	Edgecombe.
Pittman, Ethel.....	Halifax.

<i>Name of Student.</i>	<i>County.</i>
Pittman, Leona C	Halifax.
Powell, Bettie.....	Edgecombe.
Price, Mary Helen.....	Meclenburg.
Rainey, Annie Willie.....	Caswell.
Redfern, Winnie W.....	Anson.
Reece, Susie.....	Guilford.
Reid, Emma Lee.....	McDowell.
Reitzel, Mrs. Fannie I.....	Alamance.
Richards, Lily.....	Orange.
Robertson, Mary Florine.....	Alamance.
Robertson, Jennie Elliot.....	Cumberland.
Roberts, Mamie.....	Guilford.
Robinson, M. Marie.....	Anson.
Rogers, Mamie.....	Alamance.
Rogers, Oberia.....	Haywood.
Roper, Willie C.....	Richmond.
Ross, Bertie H.....	Randolph.
Rouse, Bessie.....	Lenoir.
Rowe, M. Rosa.....	Catawba.
Russell, Kate.....	Durham.
Sales, Marietta.....	Henderson.
Sanders, Mary.....	Union.
Saunders, Ellen Hale.....	Durham.
Scarboro, Myrtie.....	Randolph.
Scarborough, Laura P.....	Montgomery.
Scott, Ethel.....	Pasquotank.
Scott, Grace Louise.....	Buncombe.
Seago, Mary J.....	Stanly.
Seford, Lillie Belle.....	Cabarrus.
Sessoms, Mattie E.....	Cumberland.
Settle, Floreda.....	Guilford.
Sharpe, M. Elverta.....	Guilford.
Sharpe, Myrtie.....	Iredell.
Shaw, Bessie Ferebee.....	Vance.
Shaw, Mary.....	Currituck.
Shearon, Kate.....	Nash.
Shepard, Mary Foy.....	New Hanover.
Sheppard, Rosalind.....	Forsyth.
Simpson, Georgia.....	Rockingham.
Sims, Bessie.....	Cabarrus.
Singletary, Lynda.....	Duplin.
Slade, Annie Isabel.....	Rockingham.
Smallbones, Grace M.....	New Hanover.

<i>Name of Student.</i>	<i>County.</i>
Smith, Anna K.....	Buncombe.
Smith, Gene.....	Buncombe.
Smith, Jessie.....	Harnett.
Smith, Margaret P.....	Buncombe.
Smith, Mary T.....	Pitt.
Smithwick, Elizabeth M. C.....	Bertie.
Smyre, Nellie L.....	Gaston.
Speas, Dora.....	Yadkin.
Speight, Alice Marion.....	Edgecombe.
Speight, Jessie.....	Edgecombe.
Speight, Mary P.....	Edgecombe.
Spruill, Annie.....	Pamlico.
Spruill, Cora M.....	Pamlico.
Stafford, Dora Eugenia.....	Alamance.
Staley, Annie Lee.....	Randolph.
Staley, Etta.....	Randolph.
Steed, Mary E.....	Vance.
Steele, Anna Leak.....	Richmond.
Stephenson, Mattie M.....	Northampton.
Stevens, Bettie C.....	Bladen.
Stewart, Lizzie.....	Guilford.
Stewart, Mary Z.....	Guilford.
Stokes, Julia Tayloe.....	Bertie.
Stone, Etta.....	Wake.
Story, Ima.....	Gates.
Strachan, Hattie J.....	Johnston.
Strudwick, Nan.....	Orange.
Sutton, Bessie Irene.....	Lenoir.
Sutton, Fannie.....	Duplin.
Sutton, Olivia B.....	New Hanover.
Tate, Annie D.....	Guilford.
Taylor, Carrie.....	Surry.
Taylor, Kate.....	Surry.
Teague, Bettie.....	Guilford.
Thomas, Mary.....	Richmond.
Thompson, Daisy G.....	Alamance.
Thorp, Virginia.....	Nash.
Tinnin, Mary Irene.....	Orange.
Todd, Eula.....	Ashe.
Tomlinson, Emma A.....	Johnston.
Tripp, Bettie.....	Pitt.
Tripp, Esther.....	Beaufort.
Trotter, Anna.....	Mecklenburg.
Tucker, Bessie.....	Craven.

<i>Name of Student.</i>	<i>County.</i>
Turner, Fanny W.....	Orange.
Turner, Mabel.....	Iredell.
Tuttle, Bettie Inez.....	Columbus.
Tyler, Helena C.....	Bertie.
Tyson, Ada L.....	Pitt.
Wagoner, Emma K.....	Guilford.
Wakefield, Lula R.....	Caldwell.
Walker, Annie May.....	Washington.
Walker, Edna.....	Cabarrus.
Walker, Sallie.....	Rockingham.
Wall, Florrie Dockery.....	Richmond.
Ward, Floronce O.....	Nash.
Ward, Ridie E.....	Jones.
Watkins, Mary M.....	Warren.
Watson, Bessie B.....	Davidson.
Watson, Lucy H.....	Warren.
Watson, Mary R.....	Robeson.
Watson, Willie Louise.....	Warren.
Weatherly, Elsie.....	Guilford.
Weaver, Carrie A.....	Guilford.
Weaver, Nannette.....	Guilford.
Webb, Lily A.....	Orange.
Weir, Hattie Page.....	Wake.
Wellborn, Carrie.....	Wilkes.
West, M. Cheves.....	Buncombe.
Westbrook, Nancy.....	Sampson.
Wetmore, Anne Troy.....	Guilford.
Wetmore, Rosa Hall.....	Guilford.
Wharton, Ruth.....	Guilford.
Wheeler, Eleanor M.....	Durham.
Whitaker, Eloise.....	Halifax.
Whitaker, Irene.....	Halifax.
Whitaker, Jessie Peirson.....	Halifax.
Whitaker, Ruby.....	Halifax.
White, Mary Stewart.....	Orange.
White, Rosa.....	Granville.
White, Sarah J.....	Perquimans.
Whitfield, Nellie G.....	Richmond.
Whitley, Marina R.....	Martin.
Wiggins, Evelina Oakley.....	New Hanover.
Williams, Eliza Nelms.....	Yadkin.
Williams, Erna I.....	Onslow.
Williams, Estelle.....	Duplin.
Williams, Mary F.....	Rockingham.

<i>Name of Student.</i>	<i>County.</i>
Willis, Gertie M.....	Craven.
Willson, Clara G	Guilford.
Wilson, Blanche.....	Perquimans.
Wilson, Mary E	Mecklenburg.
Winborne, Mary S	Chowan.
Winecoff, Mary White.....	Cabarrus.
Winstead, Clee	Wilson.
Woodard, Pauline.....	Wilson.
Wood, Nan Maurice.....	Forsyth.
Wyche, Julia Lillian.....	Iredell.
Yates, Lydia Allison.....	New Hanover.
Yelverton, Neta M	Wayne.
Young, Lilla M.....	Forsyth.
Total.....	444.

PRACTICE SCHOOL.

Apple, Clifton,
 Blanchard, Frazier,
 Blanchard, Henry,
 Boyles, Jessie,
 Brandy, Walter,
 Bristow, Emmet,
 Carroll, Charlie,
 Carroll, Fletcher,
 Douglas, Martin,
 Dunham, Lewis,
 Fry, John,
 Gates, Charlie,
 Goodman, John,
 Glenn, Robert,
 Hollowell, David,
 Ledbetter, Albion,
 Leonard, John,
 Leonard, Lester,
 Lindley, Cecil,
 Litaker, Jacob,
 Malcom, David,

Malcom, Emery,
 Malcom, Ernest,
 McIver, Charlie,
 Middleton, Ransom,
 Mitchum, Marshall,
 Neale, Willie,
 Nicholson, Walter,
 Palmer, Robert,
 Perry, Walter,
 Richardson, Cleveland,
 Scarboro, Carl,
 Scarboro, Clyde,
 Scott, James,
 Siler, Willie,
 Smith, Parks,
 Vanstory, John,
 Vincent, John,
 Wetmore, Thomas,
 Wetmore, Weldon,
 Wetmore, William.

Barnes, Mildred,	Fields, Lily,
Bilbro, Josephine,	Fountain, Mamie,
Bilbro, Lottie,	Glenn, Julia,
Bilbro, Nellie,	Jackson, Lillie,
Bilbro, Rosa,	Jackson, Maude,
Blanchard, Nannie,	Jeffries, Sophie,
Bristow, Cornie,	Jeffries, Pearl,
Bristow, Dora,	Ledbetter, Alice,
Carraway, Daphne,	Ledbetter, Florence,
Carroll, Sallie,	McIver, Annie,
Claxton, Claire,	Middleton, Jennie,
Clifton, Addie,	Middleton, Willie,
Coltrane, Cora,	Milam, Nannie,
Coltrane, Nellie,	Milam, Maggie,
Craven, Girtie,	Neale, Eileen,
Davis, Bertha,	North, Annie,
Davis, Epsie,	Pegram, Ella,
Dewitt, Amanda,	Pegram, Vivian,
Dewitt, Mattie,	Prince, Lula,
Dewitt, Mollie,	Prince, Berta,
Duffy, Emma,	Scott, Lula,
Duffy, Lalice,	Scarboro, Caro,
Faison, Bettie,	Steward, Florine,
Faison, Mary,	Smith, Hattie,
Floyd, Ida,	Smith, Lillian,
Forney, Edna,	Vincet, Fannie,
Fry, Georgia,	Vanstory, Katie,
Fry, Laura,	Wetmore, Jannie,
Total.....	97.

Total enrollment, including Practice School, 541.

State Normal and Industrial School.

HISTORY OF ITS ESTABLISHMENT.

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial School was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution.

But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, and failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the state to aid in the higher education of girls and women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for the Normal College, and, through him, the Peabody Fund gives substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features; whereupon the act establishing the Normal and Industrial School was passed and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the nine congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be

located "at some suitable place where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept Greensboro's offer, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits of Greensboro, donated by Messrs. R. S. Pullen, R. T. Gray, and others.

Since the original donation the Directors have purchased about 116 acres of land.

PURPOSE AND ORGANIZATION.

In section 41 of the Constitution of 1776, adopted at Halifax, the state acknowledges its obligation to provide educational facilities for the "instruction of youth" "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate has been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. A few years ago the Agricultural and Mechanical College, also for young men, was established under state auspices and by the aid of the state and the general government.

But it has taken the state more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that if the state proposed to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that the Normal and Industrial School was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by state appropriations, or by incomes from endowment funds.

The state wants this Institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5 of the Act establishing it. It is as follows:

"SEC. 5. *The objects of this Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, type-writing, stenography, and such other industrial arts as may be*

suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach, upon such conditions as may be prescribed by the Board of Directors."

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work whatever may be her field of labor. To that end there are three distinct departments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
2. The Commercial Department.
3. The Domestic Science Department.

NORMAL DEPARTMENT.

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make that its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Sciences, Ancient and Modern Languages, Industrial Art, Vocal Music, and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching, as will give the student the ability and the inclination to teach others. A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious graduates from other institutions apply each year for admission into the Normal and Industrial School, the state would not, and should not, under present conditions, support an institution for that small number. Probably the majority of the graduates in the state do not expect to become teachers. As a rule, those who would make the best teachers for the state have not been able to get sufficient scholar-

ship to become experts. Those who have been in better financial circumstances, and who desired to become teachers, have been confronted with the fact that there was not an institution in the state whose curriculum was arranged with a special view to educating teachers.

Therefore the Normal and Industrial School will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional life among the teachers of the state.

COMMERCIAL DEPARTMENT.

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE DEPARTMENT.

The authorities of the Institution recognize the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last, not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman, as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking and Sewing, Cutting and Fitting, Care of the Sick, General Household Economy.

SPECIAL DEPARTMENTS.

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Vocal Culture, including Vocal Music, Reading and Elocution.
2. Physical Culture, including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs, and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.
3. Industrial Art, including Form-Study and Free-Hand Drawing; Architectural and Mechanical Drawing; Modeling in Clay; Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing, and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these departments.

COURSE OF STUDY AND GRADUATION.

It is the special province of the Normal and Industrial School to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect, the æsthetic features of education.

While the entire course of study has been arranged with a special view to preparing young women to teach, it is doubtful whether any young woman who wants a good general education could pursue a more profitable course of study than the one indicated.

For a student who enters the Freshman class, four years will be required to complete the course of instruction in the Institution, whereupon she will receive a diploma, which will be a life-license to teach in North Carolina.

The following courses of study are subject to slight changes before October, and those who enter then will be considered as entering under the revised courses of study.

COURSES OF STUDY.

COURSE I.

Regular Course.

<i>Freshman.</i>		<i>Junior.</i>	
Arithmetic.....	5	Geometry.....	4
English.....	3	English.....	3
History.....	3	Latin, German, or French.....	4
Latin, German, or French.....	5	Physics, or Architectural Drawing and Designing.....	4
Physical Geography and Botany.....	3	Physiology.....	3
Drawing.....	2	Psychology & History of Education.....	4
Vocal Music.....	2	Elocution.....	2
Physical Culture.....	2		
<i>Sophomore.</i>		<i>Senior.</i>	
Algebra.....	4	Plane and Spherical Trigonometry.....	4
English.....	3	English.....	4
Civics and History.....	3	*History.....	4
Latin, German, or French.....	4	Latin, German, or French.....	3
Chemistry.....	5	Geology or Zoology, or Architectural Drawing and Designing.....	4
Drawing.....	2	Pedagogics (with practice).....	7
Vocal Music.....	1		
Physical Culture.....	2		

*This course in History will not be begun until Plane Trigonometry has been completed; students may then choose between History and further work in Mathematics.

COURSE II.

Allowing Special Attention to Domestic Science.

<i>Freshman.</i>		<i>Junior.</i>	
Arithmetic.....	5	English.....	3
English.....	3	* { Cutting and Fitting.....	3
History.....	2	* { Cooking.....	4
Latin, German, or French.....	5	Latin, German, or French.....	4
Physical Geography and Botany.....	3	Physics.....	4
Drawing.....	2	Physiology.....	3
Vocal Music.....	2	Psychology & History of Education.....	4
Physical Culture.....	2	Elocution.....	2
<i>Sophomore.</i>		*Instead of Mathematics.	
Algebra.....	4	<i>Senior.</i>	
English.....	3	English.....	4
Civics and History.....	3	* { Dressmaking.....	4
Latin, German, or French.....	4	* { Household Economics.....	2
Chemistry.....	5	Latin, German, or French.....	3
*Sewing.....	2	Geology or Zo-ology.....	4
Physical Culture.....	2	Pedagogics (with practice).....	7
*Instead of second year of drawing and second year of music.		*Instead of Mathematics.	

COURSE III.

Allowing Special Attention to Commercial Department.

<i>Freshman.</i>		<i>Junior.</i>	
Arithmetic.....	5	English.....	3
English.....	3	Latin, German, or French.....	4
History.....	3	* { Shorthand.....	8
Latin, German, or French.....	5	* { and.....	
Physical Geography and Botany.....	3	{ Typewriting.....	
Drawing.....	2	Physiology.....	3
Music.....	2	Psychology & History of Education.....	4
Physical Culture.....	2	Elocution.....	2
<i>Sophomore.</i>		*Instead of Physics and Junior Mathematics.	
Algebra.....	4	<i>Senior.</i>	
English.....	3	English.....	4
Civics and History.....	3	History.....	3
Latin, German, or French.....	4	Latin, German, or French.....	3
Chemistry.....	5	* { Shorthand.....	8
Music.....	1	* { and.....	
Physical Culture.....	2	{ Book-keeping.....	
		Pedagogics (with practice).....	7
		*Instead of Senior Science and Senior Mathematics.	

DEPARTMENT OF PEDAGOGY.

P. P. CLAXTON.

Teaching is an art, and, like all other complex arts, has reached its present condition through a slow and laborious process of evolution. All right teaching must be based on well defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children must be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work; she should know something of the child mind; she should be acquainted with the best modern practice in education, the theories on which such practice is based, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which, is the purpose of the work in this department.

Knowing that the practice of most young teachers is influenced largely by the methods that have been used in their own education, all teachers in the school endeavor to make their lessons models worthy of imitation, and the head of each department gives some time to a discussion of the best methods of elementary work in that particular department.

COURSES OF STUDY.

COURSE I.—Elementary Psychology, with special reference to the laws of mental development and of knowledge-getting, and their application in the education of children. This work is largely inductive, with original observations. Kirkpatrick's Inductive Psychology, Lindner's Empirical Psychology.

COURSE II.—(a.) History of Education—Painter, with parallel reading in Compayre, Quick, Browning, Williams, Munroes, etc.; (b.) Special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi (Life and Works, by DeGuimps), Froebel (Education of Man), and Spencer (Essay on Education).

COURSE III.—(a.) Science and Art of Education—Joseph Payne's Lectures on Education, Rein's Outlines of Pedagogy, DeGarmo's Essentials of Method; (b.) Special study of methods in the various branches taught in the primary and secondary schools; (c.) Teaching in the practice school under the direction and criticism of the heads of the department; (d) Experiments with small classes in special subjects.

COURSE IV.—A brief course in principles and methods of teaching, discipline, and general school management, with a concise review of the studies of the public schools of the state, for all who cannot remain in school long enough to complete the whole of courses I., II., and III. Baldwin's Elementary Psychology and

Fitch's Lectures are used as texts. All classes are expected to do a reasonable amount of parallel reading. Members of this class will give as much time to the practice school as can be arranged for.

In the regular course, "Courses I. and II." come in junior year, and "Course III." in the senior. "Course IV." will in no case be considered as a substitute for "Course I." or "Course II."

PRACTICE SCHOOL.

P. P. CLAXTON.
JENNIE W. BINGHAM.
M. V. HALLIBURTON.
ANNIE WILEY.

"A normal school without a practice school is like a swimming school without water." All theories of method should be tested in actual school-room work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach. The practice school contains seven classes with a total of about one hundred children.

DEPARTMENT OF ENGLISH.

J. Y. JOYNER.

The course in English embraces four years. To stimulate and cultivate a taste for good literature, masterpieces of prose and poetry are studied each year. These masterpieces serve also as sources of inspiration and models for the student. From a careful study and analysis of these, under the direction of the teacher, the student may be led to discover the secret of their power, and to observe and to learn from these concrete examples many of the laws of literary art. Literary work, based upon and supplementary to this study of literary models, is required of every student in every class.

Beginning with masterpieces of the simplest forms of narrative and descriptive prose and poetry, the course is arranged with a view to enabling the student to advance step by step to the study of more complex and difficult forms of each, and thus to work out for herself, inductively, from a careful study and observation of the best writings of the best writers in the various departments of

literature, the great essential laws of literary structure, style, and art. To afford the student an opportunity of applying these laws and thus aid her in the formation of good prose style, this study and analysis of the masterpieces of literature is supplemented by a parallel progressive course in English Composition, commencing with the simplest forms of prose writing and concluding with the more complex forms.

That the student may observe for herself the development of the English language and literature, the principal works of the representative authors of the important epochs in English literature are studied.

FRESHMAN.—A Brief Review of the Essentials of English Grammar and the Laws of Sentence-structure; Exercises in Letter Writing, Dictation, Reproduction of Short Stories, etc., with special attention to Sentence-structure. Capitalization and Punctuation; Study of Certain Masterpieces of Irving, Hawthorne, and other Prose Writers of this Century; Principles and Laws of Narration and Description; Clark's Briefer Rhetoric; Practice in Writing Narrative and Descriptive Essays; Readings from Longfellow and Whittier; Rhetorical Imagery.

SOPHOMORE.—Rhetoric; Parallel Readings; Critical Readings; Expository Essays from Various Authors; Essays in Exposition; a Brief Survey of the Field of English and American Literature with a View of Acquainting the Student with the Principal Writers of the Principal Epochs, the Times in which they Lived, Such Leading Events in their Lives as Influenced their Writings, the Names, Character, and Influence of their Principal Works. Morgan's History of English and American Literature.

JUNIOR.—Study of the Elizabethan Era; History of the Gothic Drama; Shakespeare—Merchant of Venice and Macbeth, with Guides to Study; Essential Laws of Dramatic Art and Application of these by each Student to the Study and Criticism of one Great Work of Dramatic Prose Fiction; Critical Theses; Trench on Words; Philological Contents of Words.

SENIOR.—Critical Study of Representative Works of Representative Authors of each Important Era, Observing the Development of the English Language and Literature; Critical and Comparative Study of Tennyson's In Memoriam, Milton's Lycidas, and Shelley's Adonais; Study of Poetic Form; Essays of Macaulay, DeQuincey, and Carlyle; Essay Writing.

DEPARTMENT OF HISTORY.

LUCY H. ROBERTSON.

The course of study in History has been arranged with a view to imparting to students the following essentials: 1, Familiarity with the great names and events of history; 2, a distinct idea of chronological order; 3, a systematic knowledge of the relative importance of contemporaneous events.

While political history is necessarily given a large place in the consideration of a country and nation, special attention is directed to the growth and development of institutions; to the inner life of the people as it finds expression in forms of government, social life, progress in art, science, literature, religion, and all that goes to make up the peculiar genius of a people.

By the encouragement of independent research, it is sought to inspire enthusiasm for historical study and to develop the faculty of judgment, enabling the student to trace effect to cause, and so to train her reasoning powers as to bring acquired knowledge to bear upon every-day experience, and thereby to solve the problems presented in current history.

The instruction by text-books is supplemented by topical study, parallel reading, and research in a well-selected library.

COURSES OF STUDY IN HISTORY.

COURSE I.—History of Greece and Rome, with introductory lectures on the history and influence upon civilization of the older nations of the Orient. History of England.

Before entering upon this course of study, students will be required to give satisfactory evidence of their knowledge of the history of the United States and of North Carolina.

COURSE II.—Topical studies in Mediæval History, especially embracing the leading transitional movements consequent upon the disruption of the Roman Empire: The Reformation and Renaissance: The French Revolution. Studies in Colonial Records.

CIVICS.

CHARLES D. McIVER.

The state's chief object in fostering and supporting public schools, high and low, is to make good citizens.

The Normal and Industrial School, receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the state,

proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public school teacher should be prepared to teach, in connection with the history of the state and of the United States, the rights, privileges and duties of a citizen. To quote from one of the text-books used: "Every school should teach, and every child should study, the principles of our government, in order:

"1. That by knowing his country better he may learn to love it more. The first duty of the school is to teach its pupils to love 'God, home and native land.'

"2. That the child may learn that there is such a thing as just authority; that the obedience to it is right and manly; that we must learn to govern by first learning to obey.

"3. That he may know his rights as a citizen, and 'knowing, dare maintain'; that he may also know his duties as a citizen, and, knowing, may perform them intelligently and honestly.

"4. That he may understand the sacredness of the right of suffrage, and aid in securing honest elections and honest discharge of official duties.

"5. That he may better understand the history of his country, for the history of the United States is largely the history of our political institutions."

This subject is taught by the use of text-books and by lectures, and is in charge of the President of the Institution.

DEPARTMENT OF MATHEMATICS.

GERTRUDE W. MENDENHALL.

FRESHMAN.—Arithmetic.

SOPHOMORE.—Algebra.

JUNIOR.—Geometry.

SENIOR.—Plane Trigonometry, Spherical Trigonometry.

By reason of the defective methods commonly used in teaching this subject, a majority of the young women who enter are poorly prepared in Arithmetic. For this reason, and because a thorough knowledge of the subject is necessary for the teachers in our public schools, a thorough review of Arithmetic is made during the Freshman year. It is a mistake for students to come here not prepared in Arithmetic, and it is probable that after two years (in 1898) thorough knowledge of this subject will be required for admission to the Institution.

After Plane Trigonometry has been finished the work of the fourth year is optional.

DEPARTMENT OF SCIENCE.

DIXIE LEE BRYANT.

MARY M. PETTY.

FRESHMAN.—Physical Geography and Botany.

SOPHOMORE.—Chemistry.

JUNIOR.—Physics.

SENIOR.—Zo-ology or Geology.

The Freshman and Senior work is in charge of Miss Bryant and the Sophomore and Junior in charge of Miss Petty.

Physical Geography.—This subject occupies the first term of the Freshman year, and will be introduced by some simple experiments in elementary science to illustrate the states of matter, law of gravitation, laws of motion, chemical affinity, etc., in order that the students may obtain some conception of the laws regulating the forces of which physical geography mainly treats, as well as to initiate them into independent observation work.

The course proper will consist of work upon the important topics of *air, water and land*, together with a classification of *plants and animals*, with special reference to their distribution and uses.

A text-book embracing these subjects will be furnished each student, and reference books will be found in the library; but, besides recitations, a small part of the subject matter will be given in lecture form, and by far the greater part in original observation work. The notes and conclusions of all work must be kept in individual note-books.

The purpose of this course is not only introductory and preparatory to the succeeding science, but it is an attempt, by the study of the surface of the earth as affected by the mutual influence of man and nature, to put life and meaning into geography.

Botany.—Course I.—Systematical and Structural Botany of Flowering Plants.—This occupies the second term of the Freshman year, and is prefaced by a brief course in plant biology and structure, and in the classification of cryptogamic plants.

The major part will be macroscopic laboratory work on plants themselves, following plant life from seed to leaf, and from flower to fruit. Each student will be expected to express her observations not only in recitations, but in written descriptions, and in sketches.

An herbarium of thirty flowers with their written analyses is required to complete the course.

Course II.—Cryptogamic Botany.—A brief course in this subject was offered this year to a limited number of students. The preparation required is Botany of Flowering Plants and Chemistry.

Chemistry.—Course I.—General Chemistry.—Instruction in this department is given by lectures illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

Course II.—Analytic Chemistry.—This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the sophomore and junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds.

They will also have some instruction in the quantitative analysis of compounds.

Physics.—This course extends through the junior year, and must be preceded by chemistry. The first half of the year is given to Mechanics and Heat, the second half to Electricity, Magnetism, Sound and Light.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in the various divisions of the subject, to direct her attention to the operation of these laws in the world about her, to explain some of the machines and instruments in which these laws have been applied, but, above all, to teach the student to observe accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations, and laboratory work. In the laboratory work the student is required to perform experiments and then write full descriptions and explanations of the phenomena observed.

Zoology.—This course is a full year's work, and should follow Chemistry and Physics.

The lectures take up the subject systematically, and, at the same time, seek to develop the principles of Biology. The elements of microscopic technique form a part of the course.

There were furnished this year nicely prepared alcoholic and fresh specimens of invertebrates and typical vertebrates, for individual work. In this way a fair idea of gross comparative anatomy was obtained.

The biological laboratory is supplied with ten compound Leitz microscopes, an incubator, paraffine bath, microtome, and necessary reagents and accessories.

Embryology.—A short course in the embryology of the chick is offered in the spring term.

Geology.—This course extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.

The first term is given to descriptive and blowpipe mineralogy, and descriptive lithology. For this purpose the institution has purchased fifteen sets of one hundred and fifty different typical rocks and minerals. By individual study of these, the students are expected to become familiar with the commonest rocks and minerals in the State.

Dynamic Geology follows, the principles of which are illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology concludes the course. The aim of this is to tell briefly the story written in the book of stone.

DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

LATIN.

VIOLA BODDIE.

The instruction in this department embraces a period of four years. Candidates for graduation must complete the entire course in Latin unless an equal amount of work be given to a modern language.

No previous work in Latin is required for admission, but we recommend that students endeavor to secure at least one year's good training before entering the college.

The work of the first year includes a thorough mastery of the regular conjugations and declensions, together with the gaining of a good vocabulary for future reading. Composition constitutes an important part of each lesson, as a means of fixing in the mind of the student both the forms and constructions of the language.

The second year is given to the study of Cæsar's Gallic War and to special work in prose composition.

Cicero and Vergil are read during the third year.

The fourth year's work includes the careful study of Livy and Horace, or of other Latin writers of equal difficulty. Throughout the course there are given, by teachers and students, talks on Roman life, especially on that period in which the particular author read by the class lived.

Text-books for class use are furnished by the school. Each student, however, ought to own a Latin Dictionary, a Classical Atlas, and a Classical Dictionary.

FRENCH.

JENNIE W. BINGHAM.

FRESHMAN.—Elementary grammar; inflection of regular and the more usual irregular verbs; a good pronunciation; ability to understand easy French, spoken or written; reading, not less than 300 pages easy French; composition; conversation.

SOPHOMORE.—Grammar; mastery of irregular verbs; reading, not less than 500 pages modern French, prose and verse; composition; conversation.

JUNIOR.—Advanced grammar; composition; conversation; reading, not less than 800 pages. French history and literature, especially of the 17th century.

SENIOR.—Literature of the 18th and 19th centuries; study of current literature, scientific and educational, through leading reviews. Composition; conversation.

GERMAN.

P. P. CLAXTON,
BERTHA M. LEE.

FRESHMAN.—Reading easy German, about 300 pages; exercises in speaking and writing, based on reading lessons; the declension of adjectives and nouns and the conjugation of verbs; drill on the use of pronouns.

SOPHOMORE.—Reading German literature of the present century, prose and verse; speaking and writing, as in first year; grammar.

JUNIOR.—German classics; speaking and writing; grammar; brief history of Germany and of German literature.

SENIOR.—A careful and critical study of some masterpiece of German literature; scientific German.

The purpose of the course is to give that mental training which comes from severe study of a language other than the student's own and such a ready use of the language as will make it a valuable means of further study, either of literature or of science, and especially of pedagogics. In the fourth year each student will be required to translate from the German some recent article on education.

Throughout the course, attention will be given to the relation of German to English, and a brief course in Teutonic philology will be arranged.

DEPARTMENT OF PHYSIOLOGY AND PHYSICAL CULTURE.

DR. ANNA M. GOVE.

The work in this department is under the direction of the resident physician of the Institution, and of the Director of the gymnasium. The general object of the department is to give the students such knowledge as will make them reverence and care for their bodies, and such training as will give them strength and conduce to their happiness.

The course of instruction in Physiology embraces the study of protoplasm and cell life, of the osseous, muscular, cutaneous and nervous systems, as well as the consideration of foods, digestion, and circulation.

In the class-room use is made of the articulated bony skeleton, charts, chart manikin, and of plaster models. In addition to these, students are shown specimens of heart, brain, etc., and by occasional dissections of some lower animal, the action of the lungs and heart is demonstrated.

It is hoped that next year there will be a physiological laboratory, where digestion, circulation, nerve and muscle phenomena may be studied by each student.

The aim of the work in Physical Education is to correct careless physical habits, develop the body symmetrically, and give to the student that erect, strong, reliant, dignified, graceful carriage and deportment that always characterize the cultured woman. The purpose is not only to provide systematic, graded, healthful exercise for the class, but also to give to each student such exercises as her peculiar case demands, to straighten crooked shoulders, to strengthen weak lungs, to develop chest and arms, and to improve her general bearing. Work in the gymnasium is begun with very simple free movements, and as gradually as possible, the difficulty and number of movements is increased, and work with the apparatus introduced. Students are encouraged to take a cold sponge bath after exercising.

Much improvement has been noticed in the strength, health, and general bearing of the students.

The members of the most advanced class of Physical Culture are appointed to do a certain amount of actual teaching in this department each week, and to all the classes are given such exercises and educational games as will be of practical use to them as teachers in the public schools where a regular gymnasium is not procurable.

DEPARTMENT OF VOCAL MUSIC.

CLARENCE R. BROWN.

The Music Department of the State Normal and Industrial School is based on somewhat different principles from that of other schools for the education of women in this State and in the South.

Experience shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller.

It is estimated that in this country from 85 to 90 per cent. can be taught to sing.

In Germany and other countries where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read, the per cent. is about 98. Americans are awaking to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday School and day school singing, and, in fact, on the singing of the masses in all gatherings, both public and private.

In Germany no man can obtain a position in the government schools unless he can play the violin and teach singing, and the day is not far distant when no man or woman can obtain a position in any first-class school of this country unless he or she be able at least to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this school to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have sufficient knowledge of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight-reading to the pupils of her school.

It is also the purpose to furnish the best possible vocal training for those whose talents and natural endowments fit them for higher development in the art of singing.

DEPARTMENT OF ART.

MELVILLE VINCENT FORT.

The object of the Art education in this Institution is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial Drawing is, more than ever recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful.

Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness, and accuracy that are acquired by this training are of incalculable value.

By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard dictation; lines, straight and curved, and a combination of these lines; originating simple designs; clay modeling and charcoal drawing from geometric solids.

The second year, mechanical drawing and drawing from casts. During the third year, architectural drawing, wood carving, and china painting may be pursued.

DEPARTMENT OF DOMESTIC SCIENCE.

EDITH A. MCINTYRE.

The Department of Domestic Science forms a part of the Industrial Training, and includes both cooking and sewing.

Cooking and sewing are not taught as mere mechanical processes, but as a means of mental culture.

FIRST YEAR.—*Sewing*.—Instruction in plain hand sewing, together with the study of textile fabrics and their manufacture.

SECOND YEAR.—*Sewing*.—Instructing in drafting patterns, cutting and making undergarments, and cutting, fitting, and making various styles of dresses.

For those students not having sufficient time to complete the above work in one year, a second course consisting of two years is provided as follows :

FIRST YEAR.—Drafting patterns, cutting and making undergarments.

SECOND YEAR.—Drafting patterns, cutting, fitting and making dresses.

No student will be allowed to take the second year of sewing unless the first has been satisfactorily completed in this Institution or elsewhere.

THIRD YEAR.—*Cooking*.—Each student receives laboratory instruction in the art of cooking, and gains a knowledge of subject matter by means of lectures and a given course of reading.

FOURTH YEAR.—The last year's work will include the study of general household economy.

COMMERCIAL DEPARTMENT.

E. J. FORNEY,
FODIE MARGARET BUIE.

SHORTHAND.

We teach the original Isaac Pitman system of shorthand, and it is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails in this department, and, the course being well graded, the student is led step by step, through easy and natural stages, to *see*, to *think*, and to *act* for herself.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to familiarize her with business correspondence, commercial terms, etc., actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, copied in the letter-book, etc.

Believing that a larger portion of our students will be ultimately engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. We also give technical instruction, such as Medical, Legal terms, etc.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

To business men, lawyers, doctors, etc., who are burdened with a large correspondence, this department offers peculiar advantages. By giving their daughters or clerks a knowledge of this

special training, they can relieve themselves of much drudgery in the office. If business men who may be needing stenographers will write to this Department, they will be put in correspondence with efficient help.

The educational value of shorthand has received far less attention than the utilitarian side of the study. The position of this art in relation to intellectual pursuit is unique. It is not only a useful accomplishment, worthy of acquirement on its own account, but the very act of learning it is a mental discipline of no mean order.

There are two courses of which a student can avail herself—one for special students, that is, those who wish to make a specialty of shorthand and typewriting, and those who are taking the III. Course (see p. 23) in this institution leading to graduation. The course of instruction for the special students will be planned as far as possible with reference to their special needs. Where it is deemed necessary, sentence structure and Rhetoric in the English Department of the institution will be required.

The diligent student can, in eight months, acquire a speed of 80 to 120 words per minute, which is sufficient to do good office work; but, if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125 (and above) words per minute.

TYPEWRITING.

The Remington Typewriter is used. This department is designed not only to give the student skill in the use of the machine, but special attention is paid to vocabulary, spelling, punctuation, and paragraphing. The instruction in this department is purely practical. All written work is returned with corrections.

BOOKKEEPING.

The course in bookkeeping and business practice is the same as that which can be obtained in progressive commercial colleges. We do not teach, as is commonly done, the copying of accounts from text-books, thus making up the "sets," but each transaction is presented to the student as much like the performance of actual business as possible. The result of each student is entirely different, and the calculation, addition, and getting off of trial balance depend upon the student's efforts, and not upon check books. The student is, therefore, taught self-reliance from the start. The course from a business standpoint is a comprehensive one; it will not only make bookkeepers, but at the same time the

student becomes thoroughly conversant with all kinds of common commercial forms, blanks, etc. The arrangement of the books, blanks, etc., is such that the subject can be taught with ease in schools of lower grade.

TELEGRAPHY.

The course comprises a theoretical knowledge of this subject, and a practical knowledge, so far as it can be given outside of a regular telegraph office.

ADMISSION OF STUDENTS.

The Normal and Industrial School is a part of the Public School system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the state, it has made its requirements for admission to the Freshman class such that any bright girl who has improved all her opportunities in the best country public schools can enter its walls and enjoy the advantages offered. To make the requirements for admission lower than this is unnecessary, and to make them higher would exclude many worthy and ambitious young women belonging to a class which, more than any other, influenced the Legislature to vote for the establishment of the Institution, and who have, therefore, a peculiar right to its advantages.

As the public schools throughout the state become better, the entire course of study in this Institution will be advanced.

At present the following will be the

REQUIREMENTS FOR ADMISSION :

1. As to scholarship, the applicants, in order to be admitted to the Freshman Class, must be able

(a) To analyze any ordinary arithmetical problem ;

(b) To read any ordinary English page fluently at sight ;

(c) To express thoughts accurately in writing ;

(d) To show a reasonable familiarity with English Grammar, Geography, History of the United States, and History of North Carolina.

2. They should be sixteen years old and in good health.

3. They should send with their application, *which they themselves must write*, statements from their last teachers as to scholarship, conduct and habits of study.

So far as recitation room and teaching force are concerned, the Institution can accommodate four hundred students ; but the number it can accommodate with board in its dormitories is limited. (Board can be had in good families near the Institution at from \$9 to \$12 a month. Board is furnished in the dormitory buildings of the Institution at not exceeding \$8 a month.)

BOARDING PLACES IN THE DORMITORIES.

The majority of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories. By this means the number of free tuition places can be gradually increased.

Any county appointments not applied for by August 1st will be given to applicants from other counties, preference being given to the following classes.

1. Graduates of colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars, and because these graduates can be prepared in a shorter time to begin teaching in the state's schools.

2. Those who have spent a year or more at the Institution, boarding in private families, and whose conduct and studious habits have commended them to the Faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.

COUNTY APPORTIONMENT.

Of the one hundred and fifty county appointments, with the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law :

2 Alamance,	2 Chatham,	2 Gaston,
1 Alexander,	2 Cherokee,	1 Gates,
1 Alleghany,	1 Chowan,	1 Graham,
1 Anson,	1 Clay,	2 Granville,
2 Ashe,	2 Cleveland,	1 Greene,
2 Beaufort,	2 Columbus,	3 Guilford,
1 Bertie,	2 Craven,	1 Halifax,
1 Bladen,	2 Cumberland,	1 Harnett,
1 Brunswick,	1 Currituck,	2 Haywood,
4 Buncombe,	1 Dare,	2 Henderson,
2 Burke,	2 Davidson,	1 Hertford,
2 Cabarrus,	1 Davie,	1 Hyde,
2 Caldwell,	2 Duplin,	3 Iredell,
1 Camden,	1 Durham,	1 Jackson,
1 Carteret,	1 Edgecombe,	3 Johnston,
1 Caswell,	2 Forsyth,	1 Jones,
2 Catawba,	1 Franklin,	1 Lenoir,

1 Lincoln,	1 Pasquotank,	2 Surry,
1 Macon,	1 Pender,	1 Swain,
3 Madison,	1 Perquimans,	1 Transylvania,
1 Martin,	1 Person,	1 Tyrrell,
1 McDowell,	2 Pitt,	2 Union,
3 Mecklenburg,	1 Polk,	1 Vance,
2 Mitchell,	3 Randolph,	3 Wake,
1 Montgomery,	1 Richmond,	1 Warren,
2 Moore,	2 Robeson,	1 Washington,
2 Nash,	2 Rockingham,	1 Watauga,
1 New Hanover,	2 Rowan,	2 Wayne,
1 Northampton,	2 Rutherford,	3 Wilkes,
1 Onslow,	2 Sampson,	2 Wilson,
1 Orange,	2 Stanly,	2 Yadkin,
1 Pamlico,	2 Stokes,	1 Yancey.

APPLICATIONS AND EXAMINATIONS.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty of the Institution.

All applications for the competitive examination should be in the hands of the President on July 20th.

If, on that day, the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident, from the application and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the Institution, notification will be given, and the examination for classifying such students will take place when they arrive at the Institution. If, however, there should be more applicants than can be admitted from the county, a competitive examination, prepared by the Faculty of the Institution, will be held. Notice will be given to each applicant about July 1st as to who will conduct these examinations and as to the time and place of holding them.

BOARDING ARRANGEMENTS AND EXPENSES.

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance and approves of the places where they propose to board. The Institution cannot rid itself entirely, nor does it desire to, of

responsibility for the conduct of its students out of school hours, even though they do not board in the college dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the Institution. Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the state, and board will be furnished at actual cost, not to exceed \$8 a month. The law does not allow any money to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories.

The dormitory buildings will be made pleasant homes for the students. Their social life will receive special attention, and a woman physician will be on the premises night and day, and will have the constant care of their health.

EXPENSES FOR ANNUAL SESSION :

Board in dormitories (not to exceed).....	\$64.00
Laundry	12.00
Medical and Physical Culture fee.....	5.00
Fee for use of Books and Apparatus.....	5.00
Registration fee.....	3.00
Total, exclusive of tuition.....	\$89.00
Tuition for entire course.....	40.00
Total, including tuition	129.00

Special fees, ranging from \$1.00 to \$2.00, have heretofore been required of students in the various departments to cover the expense of materials, such as chemicals, drawing materials, mimeograph material, etc., etc., and the amount not actually used in the purchase of such materials has been refunded to students; but experience has shown that the average cost for such materials for each student is \$1.00, and therefore this amount will be collected by the Bursar.

The payments for the regular charges and this fee will be due as follows, quarterly (two months) in advance :

For students who board in dormitories and have free tuition :

October 1st.....	\$30 00
November 26th.....	20.00
January 28th.....	20.00
March 26th.....	20.00

For students who board in dormitories and pay tuition :

October 1st.....	\$40.00
November 26th.....	30.00
January 28th.....	30.00
March 26th.....	30.00

For students who have free tuition and do not board in dormitories :

October 1st.....	\$14.00
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For students who pay tuition and do not board in dormitories :

October 1st.....	\$24.00
November 26th.....	10.00
January 28th.....	10.00
March 26th.....	10.00

No free tuition is given to a non-resident of the state, but a tuition charge of \$60.00, instead of \$40.00, is made.

Students who do not go home during the holidays will pay \$2.25 for board and laundry for the extra week.

The only additional expenses at the institution will be for medicine actually used ; literary society fee (\$1.00 annually) ; and a gymnasium outfit costing not more than \$5.00. This gymnasium outfit, including a pair of gymnasium shoes, a union undersuit and an oversuit of blue serge, is required to be of uniform material and make, and cannot therefore be made at home.

All materials are furnished to students at cost.

To any student not boarding in the dormitories desiring to take a special course in Phonography, Domestic Science, Art, Vocal Culture, or other single department, and who does not expect to become a teacher, a charge of \$20.00 for tuition will be made, besides the regular fees.

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from \$10.00 to \$32.00, according to price paid for board. Board in private families must be paid monthly in advance.

All students whether with or without free tuition must pay their board and other living expenses, according to the terms of the catalogue.

If the resources of the Institution permitted, it would use only single beds. There will doubtless be students who, by the advice of the physician, will be *required* to occupy single beds. In such cases an extra charge of two dollars a year will be made to each student. If others who apply desire to have single beds, they can secure them on the same terms.

The students are required to bring no text-books. The Institution will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books

in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German Lexicons, when needed, must be purchased by the student.

In all business matters the institution prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them see what their training is costing.

All students are supposed to matriculate for the full year and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Bursar.

FREE TUITION.

The only students who can have free tuition at the Normal and Industrial School are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the Normal and Industrial School because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said institution, if I can secure employment and my health permits, to teach in the public or private schools of the state for at least two years after I leave the institution. If I fail to teach as herein stated from any fault of mine, which shall be decided by the Board of Directors of the Executive Committee, I agree to pay the institution full tuition for the time I attended."

IMPORTANT DIRECTIONS.

1. The Normal and Industrial School will begin its fourth year's work October 1, 1896. The length of the annual session is eight months. It is urged that all students be present on the first day.

2. There will be a vacation of one week at Christmas.

3. When application is made for admission, the applicant should not fail to give her county.

4. Applicants for board in the dormitory should state whether or not they desire single beds.

5. The rooms in the dormitory building have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following arti-

cles: One pillow and a pair of pillow cases, 2 pairs of sheets, one pair of blankets, one counterpane, towels and table napkins, one spoon, knife, and glass for individual use in her room. Those using single beds will need to bring more bedding. Students who board in private families are expected to bring 2 pairs of sheets, one pair of blankets, one counterpane, towels and table napkins.

6. All applications for admission will be filed, and whenever vacancies occur unexpectedly they will be filled by the appointment of those who have filed their applications.

7. If, *after examining this catalogue carefully*, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.

GENERAL INFORMATION.

FACULTY.

The faculty consists of nineteen teachers besides assistants and tutors. All, except four, are natives of the South, and more than half of them are native North Carolinians. In their culture and training they represent our best Southern Colleges and Universities; the leading Scientific institution of New England and its most popular College for women; the foremost Normal College in the South; the leading school for training teachers in the North; the strongest State Industrial College for women in the South; the leading Medical College for women in New York. Several members of the faculty have pursued courses of study in Europe.

EQUIPMENT.

No institution of learning can accomplish its work without good general equipment. Well arranged buildings, good furniture, and a strong faculty are not the only essentials. Scholars, unlike poets, are not born; they grow. And students should breathe an atmosphere that will promote growth. No institution without a good library can reasonably hope to send into the world graduates with a literary or professional spirit.

As a part of the general equipment, this institution is provided with a well selected library. Great care has been taken to select such books as will be most serviceable to students in their work in the various departments, and the library is kept open and is in constant use from 9 a. m. to 5 p. m.

A Reading Room, containing the best current literature, including state and national newspapers, leading magazines, and educational journals, is open to the students at all hours.

The Gymnasium is well equipped with apparatus for physical culture.

The department of Natural Science has well equipped laboratories, supplied with microscopes, specimens and other necessary working apparatus.

STUDENTS' ORGANIZATIONS.

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the Institution and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

THE ADELPHIAN AND CORNELIAN SOCIETIES

are two literary organizations of strength and usefulness both to the Institution and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. After observing for three years the progress of those students who have joined these societies and of those who have not, the authorities of the Institution do not hesitate to say that it is a great mistake for a student not to become a member. Besides the literary work, they give a training to students in self-control and in influencing others' thoughts which the regular work of the Institution cannot give.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

is the organization under whose auspices most of the religious work of the Institution is done. All the students are invited to become members, and the faculty give such aid as they can in the prosecution of the work. The association has charge of the charity work, Sunday school work, pastor's prayer meetings, and other general religious work. The pastors in town and others are frequently invited to make addresses before the organization.

LOAN FUNDS AND FELLOWSHIPS.

THE WOMEN'S EDUCATION CLUB

is a co operative philanthropic association whose aim it is to help worthy and ambitious young women who have brains and character, but who are unable to defray all the expenses of their education. The membership consist of students of this Institution and others whom they can induce to join the club. The annual fee, \$2, is due the first of December for the next five years. This organization now has about three hundred members, and it is hoped that the membership will increase to 1,000 during the next year. It will use its funds by making loans without interest to worthy students who could not enter the Institution without this help.

THE JARVIS BUXTON LOAN FUND.

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND.

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

FELLOWSHIPS.

There have been established the following fellowships. These fellowships are accompanied by certain conditions, about which applicants can get information by writing to the President of the Institution.

1. Fellowship worth \$88, given by the Alumnæ.
2. Fellowship worth \$88, given by the Adelphean Literary Society.
3. Fellowship worth \$88, given by the Cornelian Literary Society.

Much good can be accomplished by the establishment of fellowships and loan funds, and it is earnestly hoped that many more students may be helped in this way by those interested in the liberal education of women.

DISCIPLINE.

The general policy in regard to discipline has been to trust the students and appeal to their honor and pride, and to their interest in the success of the Institution. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Whatever regulations have been made in regard to conduct and study hours have been the result of a consultation with the students and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall, where each of them has a desk, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students, and to make them, as nearly as practicable, a self-governing body. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where one-third of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years*, the sober judgment of the students can be relied upon to produce a public sentiment that will result in right conduct and honest work.

The authorities of the Normal and Industrial School deal frankly with the students, who, in turn, give to the faculty the heartiest and most friendly co-operation in all matters affecting the success of the Institution.

SOCIAL LIFE.

With regard to the social management of the dormitories, we consider it essential that the young ladies should have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, but no night must be spent out of the dormitories without a written request from parents or guardians, and, even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young ladies will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations, unless a written request for each case comes from her parents or guardian addressed to the President or Lady Principal.

PATRONAGE

The Normal and Industrial School congratulates itself upon the character of its patronage. It would have been peculiarly unfortunate if the patronage had been drawn exclusively from wealthy and fashionable circles. It would have been equally unfortunate if it had come *exclusively* from classes too poor to go elsewhere. The statistics, which appear in another place, show that our students represent socially, financially, and educationally every respectable class of North Carolina people. They come from all sections of the state, and among them are graduates of our leading institutions for girls; graduates from the graded schools; those who have been prepared by their local private academies; and others, whose only educational opportunities have been those offered by the public schools throughout the state. Some have come because they could not afford to go elsewhere. Others are here because they want to prepare for teaching or for industrial pursuits, and prefer an institution whose main purpose is to give

such preparation, and where the general surroundings are in harmony with their purposes. Others still who belong to neither of these two classes, but who believe in thoroughness in the essentials of education, and who think it safest to be prepared to earn their own living, should it ever become necessary, have been attracted because of the emphasis the Normal and Industrial School lays upon the practical side of education. By whatever motives actuated in becoming students, there is in the entire student body an earnestness and dignity of purpose which challenges admiration, and gives promise of good results in the future.

It is gratifying, too, to be able to state that the number who have applied for admission is very large. The number enrolled was 444, about 100 of whom boarded in private families. A larger number would have been on the roll if there had been sufficient recitation and dormitory accommodation.

SCOPE OF PATRONAGE.

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage and its wide range as to locality, class, and previous educational opportunity :

Number of students.....	444
Average age of students.....	19 $\frac{3}{4}$
Number of counties represented.....	89
Number of graduates of other institutions for women.....	12
Number who have taught.....	107
Number who defrayed their own expenses.....	131
Number whose fathers are not living.....	93
Number whose fathers are farmers.....	161
Number whose fathers are merchants.....	46
Number whose fathers are bookkeepers.....	6
Number whose fathers are clergymen.....	10
Number whose fathers are physicians.....	20
Number whose fathers are teachers.....	7
Number whose fathers are lawyers.....	9
Number whose fathers are lumber dealers.....	8
Number whose fathers are liverymen.....	2
Number whose fathers are drummers.....	5
Number whose fathers are auctioneers.....	1
Number whose fathers are manufacturers.....	12
Number whose fathers are mechanics.....	7
Number whose fathers are railroad agents.....	8
Number whose fathers are hotel proprietors.....	4
Number whose fathers are insurance agents.....	5

Number whose fathers have retired from business.....	15
Number whose fathers are engaged in miscellaneous business....	17
Number educated, partially or entirely, in public schools.....	368
Number who, according to their own statement, would not have attended any North Carolina college if they had not become students of the Normal and Industrial School.....	314

THESE FIGURES SHOW :

1. That 29½ per cent., or nearly one-third, of the students of the past year defrayed their own expenses, with borrowed money or with their own earnings, and without help from parents.
2. That 71 per cent., or more than two-thirds, would have attended no other North Carolina college if they had not become students of the Normal and Industrial School.
3. That 368 students, or 84 per cent., received their preparation partially or entirely in the public schools.

AN EDUCATIONAL CENTER.

The Normal and Industrial School and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing towns of the state. It has long been an educational center. Its healthfulness is well known, and its social and moral influences are the best. Its people and the people of Guilford county are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their alma mater educated the women of the state.

The Greensboro Female College, managed under the auspices of the Methodist Church, is located here, and is one of the most popular institutions in the state. There are other excellent private schools, among them the Brockmann School of Music. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls a thorough preparation for college.

There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.

GREENSBORO'S ACCESSIBILITY.

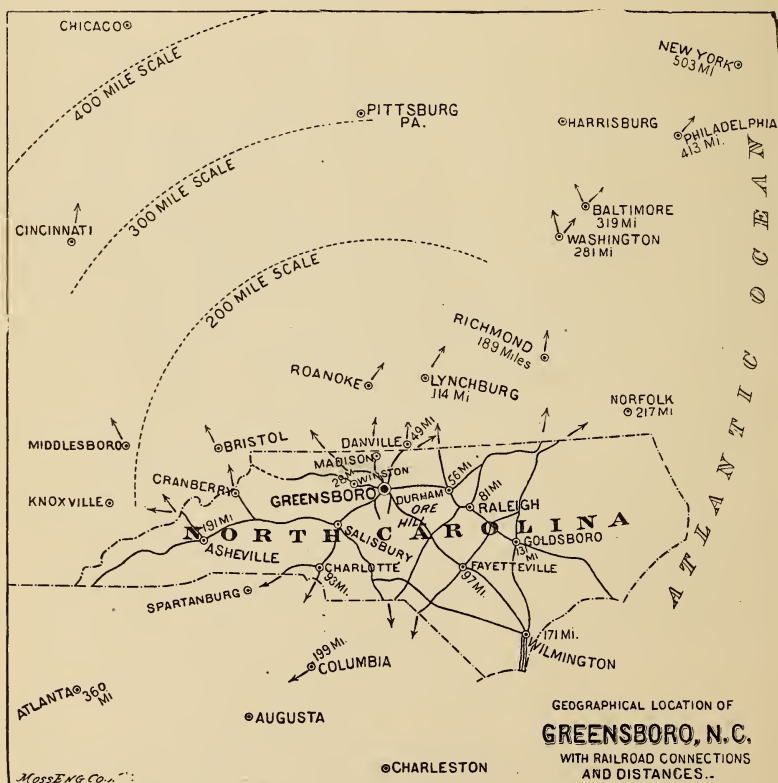
There is another important reason why the Institution is fortunately located. To the entire people of the state, Greensboro is the most accessible of North Carolina towns. It is the railroad center of the state. The North Carolina Railroad, the Northwest-

ern North Carolina Railroad, the main line of the Southern Railway, and the Cape Fear and Yadkin Valley Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

A person can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilksboro, Asheville, or Hot Springs in the afternoon and reach Greensboro by bedtime.

Students who leave Wilmington at 9 A. M. and those who take early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the state will meet at Greensboro in the afternoon or evening of the same day.



*GRADUATING CLASS OF 1893.

Mattie Lou Bolton.....	Franklin county.
Maude Fuller Broadaway.....	Forsyth county.
Margaret Clement Burke.....	Davie county.
Mary Rebekah Hampton.....	Iredell county.
Bertha Marvin Lee.....	Davie county.
Zella McCulloch.....	Alamance county.
Margaret Rockwell McIver.....	Chatham county.
Carrie Melinda Mullins.....	Wake county.
Annie May Page.....	Burke county.
Lizzie Lee Williams.....	Gates county.

*GRADUATING CLASS OF 1894.

Mary Katherine Applewhite.....	Halifax county.
Rachel Cuthbert Brown.....	Craven county.
Gertrude Medernach Bagby.....	Craven county.
Mary Lewis Harris.....	Cabarrus county.
Susan Ellen Israel.....	Buncombe county.
Annie Lee Rose.....	Johnston county.
Virginia Taylor.....	Guilford county.
Mary Calvin Wiley.....	Forsyth county.

*GRADUATING CLASS OF 1895.

Margaret Gray Perry.....	Iredell county.
Alvenia Barnette Miller.....	Mecklenburg county.
Daisy Bailey Waitt.....	Wake county.
Ethel M. Parmele.....	New Hanover county.
Nettie Marvin Allen.....	Vance county.
Mary Jones Arrington.....	Nash county.
Mary Allie Bell.....	Transylvania county.
Elizabeth Battle.....	Durham county.
Lucy Antoinette Boone.....	Hertford county.
Mary Bradley.....	Gaston county.
Alethea Collins.....	Orange county.
Martha Carter.....	Wake county.
Ida E. Fields.....	Lenoir county.
Margaret Avery Gash.....	Burke county.
Sarah Meador Grant.....	Northampton county.
Maude Harrison.....	Wake county.
Lina Verona James.....	Pasquotank county.
Maria Davis Loftin.....	Duplin county.
Jessie Wills Page.....	Moore county.
Margaret Lillian Parker.....	Gates county.
Annie E. Parker.....	Hertford county.
Nannie E. Richardson.....	Johnston county.
Henrietta Rider Spier.....	Wayne county.
Ruth Sutton.....	Lenoir county.
Annie Ruffin Smallwood.....	Bertie county.
Laura Switzer.....	Carteret county.
Mariaddie Turner.....	Iredell county.
Annie Montgomery Williams.....	Rockingham county.
Mabel Eliza Wooten.....	Lenoir county.
Iola Lacy Yates.....	Wake county.

*The diploma given to the graduate of the Normal and Industrial School is a life-license to teach in the public schools of the state.

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